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ABSTRACT

Suggesting that portfolios can be used much more effectively if teachers have firsthand experience documenting themselves as readers and writers, this book describes the process of keeping a portfolio, discusses how to get started and what artifacts to include, and offers examples as departure points for teachers to begin making sense of their own ideas and experiences. The first chapter discusses getting started with portfolios, and the second chapter presents a tour of the portfolio. Chapters 3 through 11 begin with a brief introduction and then present portfolio artifacts relating to the teachers as a collector, reader, writer, listener, speaker, learner, self-reflective person, community member, and member of a global learning community. Contains a 25-item list of suggested readings and 12 references. (RS)

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